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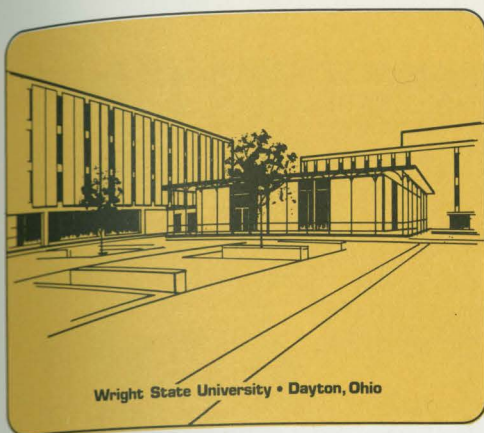


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NOTES EVENTS WRIGHT STATE UNIVERSITY



May 1973

Volume 4 Number 2

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Central State to help with nursing program

Officials of Central State and Wright State Universities have begun talks to increase cooperation concerning the WSU School of Nursing.

Dr. Lionel Newsom, president of Central State, asked that his institution become involved in Wright State's new program leading to a bachelor's degree in nursing. His offer to cooperate followed a meeting between Dr. Joyce Randall, dean of the School of Nursing, and several CSU officials.

Frederick A. White, WSU acting president, quickly endorsed Newsom's offer by extending an invitation to CSU to participate as a cooperating university.

Dean Randall said Central State will participate initially by recruiting, counseling and advising black prospective nursing students. Since the first two terms of the first year of the

[See Nursing, page 2.]

University budget fails to keep up with inflation

*'a continuation budget on the
instructional side...and a decline
in the level of supporting services'*

The Wright State University Board of Trustees has approved a preliminary operating budget for the main campus of \$16.5 million for fiscal year 1973.

The figure includes \$11,233,000 for instruction, library operations and instructional services and \$5,280,000 for student services, plant operation, general expense and administration.

The figure does not include some \$6.5 million for activities for which the University is generally reimbursed, such as research, student aid, auxiliary enterprises and off-campus programs.

Direct academic expenses on the main campus account for 68 percent of the budget with service operations using 32 percent.

This budget is between five and six percent higher in actual dollars than the University's current operating level.

"Once allowance is made for the effect of inflation," Acting President Frederick A. White said, "the resulting expenditure levels represent a mere continuation budget on the instructional side...and a decline in the level of supporting services."

"This is evidence of the fact that we are earnestly attempting to support instructional quality, even in the face

of a need to carefully conserve our resources."

White said the University faced serious budgetary challenges in planning for the fiscal year partly because expenditure levels had already been reduced in a recent major revision which produced cutbacks of \$1,450,000.

White told the trustees budget planners anticipated an enrollment increase of slightly less than one percent but "no final determination of subsidy or fees can be made until the legislature enacts its annual appropriations bill."

"However," he said, "nearly all the forecast operating deficit during the remainder of the current fiscal year has been eradicated and the suggested budget for next year is balanced."

White said the final budgetary process this year, for the first time, involved a budgetary review committee composed of representatives of the student body, the faculty and the staff. He commended them for their arduous work which "made a significant contribution to the difficult task of providing a balanced budget for 1973-74."

Paper nursing program now becoming reality

From left, Mrs. Bledsoe, Mrs. Roundtree, Dr. Randall.

A program which has existed on paper since 1970 is close to becoming a reality.

Dr. Joyce Randall, dean of Wright State University's School of Nursing, has announced the appointment of her first two faculty members. The two nurses will assist Dr. Randall with curriculum and course planning throughout the spring and summer months and will instruct the sophomore level courses to be offered for the first time next fall. Additional faculty will arrive shortly.

The two faculty associates, Wanda L. Bledsoe and Hilda A. Roundtree, are both new residents of the Dayton area. Mrs. Bledsoe moved to the area in late February from Kansas City, Missouri, and Mrs. Roundtree arrived three weeks ago from Columbus.

Mrs. Bledsoe, who specialized in psychiatric nursing in both a hospital setting and mental health areas, holds a B.S.N. from Kansas University. She was employed for 1½ years at the Johnson County Mental Health Center in Overland Park, Kansas, where she was in charge of separate day activity programs for emotionally disturbed women and emotionally disturbed children. She also taught health education in an elementary setting in Kansas City for three years.

Prior to coming to Wright State, she directed a program which supplied



home health aids for the sick and elderly for Catholic Family and Community Services in Kansas City, Mo.

Mrs. Bledsoe's husband, Milton Bledsoe, Jr., is vice president of Unity State Bank in Dayton. The couple has two children, Milton Scott, 2, and 18-month-old Michele Louise.

Mrs. Roundtree received her B.S.N. at the Hampton Institute in Hampton, Virginia and specializes in rehabilitation in a hospital setting. She has worked in veterans administration hospitals in Maryland and Washington, D.C., and has 1½ years' experience in coronary nursing at Prince Georges' General Hospital in Cheverly, Maryland.

[Nursing, from page 1.]

four year curriculum consist of general education studies, those students could begin their college career at Central State and transfer to WSU for the 12 terms of professional nursing training.

"I'm very pleased with this development," Dean Randall said.

Immediately prior to coming to Wright State, Mrs. Roundtree was head nurse of the extended care unit, which was geared toward rehabilitation, at Riverside Methodist Hospital in Columbus, Ohio.

Her husband, Joseph, is currently a graduate student in rehabilitation counseling at Wright State. They have two children, Lavaunda, 4, and Terrance, 2.

Both women are currently working toward their master's degrees in nursing. Mrs. Roundtree will attend Ohio State University and Mrs. Bledsoe will pursue studies at the University of Cincinnati. They currently are taking graduate courses at Wright State.

"Our school is going to be very community oriented and Central State's participation will considerably broaden our area of service."

The two neighboring state schools are already cooperating in several academic areas, including the plans for the WSU School of Medicine.

Rich residents, rich schools? Not always, report says

WSU economists compile report questioning many concepts upon which plans for state aid to local schools are based

Rich residents don't necessarily make for rich school districts, according to findings released recently by two Wright State professors.

Their report throws into question many of the concepts upon which current and future plans for state aid to local school districts are based.

The researchers, John Treacy and Lloyd Frueh, WSU economists, presented their findings in a paper, "Power Equalization of Property Taxes to Support Public Education in Ohio," at the Ohio Association of Economists and Political Scientists meeting in Columbus.

"We have many school districts in Ohio with high property valuations in industrial areas where residents have low incomes," explained Treacy. "At the same time, there are many high income suburban bedroom communities that have low property valuations."

Taxation at the same millage in these two types of areas would produce much more revenue for public education in the industrial-low income communities.

Feeling poor

However, as Frueh and Treacy point out, low income voters feel poor and tend to levy low property tax rates on themselves and other real property in their districts. High income voters tend to do the opposite. Thus, high income districts may produce more school revenue, but only if they assess much higher property tax rates.

These revenue inequities bear directly on recent court litigation over public school financing.

The authors state that *Crisp v. Gilligan*, a suit attacking Ohio school

financing in the federal courts, has become a dead issue as a result of the U.S. Supreme Court ruling in *Rodriguez v. San Antonio School Board*, which refused to find U.S. constitutional grounds to interfere with Texas state school financing.

However, a recent New Jersey State Supreme Court decision held that the unequal distribution of taxable real property made it an unconstitutional means of financing that state's schools under their state constitution. The authors contend that this decision raises the possibility that Ohio school financing will be attacked in the state courts on state constitutional grounds.

The authors examined one solution to the dilemma currently under serious consideration in Ohio and other states—power equalization. This proposal would make the same rate of taxation yield the same revenue per pupil regardless of the size of the tax base in particular districts.

Excess funds collected in large tax base districts would be turned over to the state. Districts with small per pupil tax bases would receive additional funds from this surplus. Where excess funds were insufficient, state financing would make up the difference.

In a nutshell, Frueh said, power equalization allows different levels of spending in local school districts, but removes the inequalities of revenue due to the size of the tax base. While imposing a state-wide financial aid system, it allows local school districts to retain their autonomy over school issues and to control their level of spending and taxing.

Local autonomy

Thus the authors find power equalization more equitable and

efficient than plans to consolidate all school districts into a statewide system or plans to shift all funding responsibilities to the state to achieve equal educational financing. Neither of these two alternatives retains any meaningful local autonomy.

At the same time, the authors raise doubts about some features of the Pease Bill, HR 1112, an attempt to institute power equalization now before the Ohio General Assembly. While it would reduce the degree of spending inequality and inequities in taxpayers' financing burdens, the Pease Bill would not equalize revenue in all tax ranges. In addition, it would entail administrative problems in redistricting school boundaries.

The authors conclude that the time may be ripe to make school financing more equitable for both pupils and taxpayers, but that a careful examination of the effects of any system on individual school districts and taxpayer groups must be made if unintended difficulties and inefficiencies are to be avoided.

Honors program makes available 10 scholarships

The University honors program will award scholarships for the 1973-74 academic year. Five scholarships of \$1,000 will be awarded to entering freshmen and five \$600 scholarships will be presented to upperclassmen continuing in the honors program.

Upperclassmen will be chosen on the basis of their all-around performance as WSU honors students. Freshmen scholarships will be awarded to students who have demonstrated excellence as reflected in their high school grade point average, class rank, ACT scores and a required essay.

Applications for the scholarships may be obtained from Jacob Dorn, director of the honors program. Recipients will be announced by May 15.



Beach: home-grown folk talent

West Virginia-born Paul Wayne Beach grew up in Dayton, so his unique back porch listening music can almost be considered "home-grown."

Beach's concert at Wright State on May 19 will mark the close of the University's Artist and Lecture Series. He is a composer and performer whose voice and guitar sing only what he has written for them. Until about five years ago, Beach had played and sung with several local groups, but then he decided on a solo role. Since then, he has concentrated on composing and has made personal appearances at colleges and in clubs all around Ohio.

His May 19 program, at 8 p.m. in Oelman Auditorium, will feature his

philosophical compositions as well as some lighter pieces. Beach is a relaxed performer and establishes a personal atmosphere during his concerts, which is a reflection of his studies in philosophy at Wright State.

Beach graduated from Belmont High School in Dayton, and has given concerts at the University of Dayton, Sinclair College, the Montgomery County Fair and at the Island Park Band Shell. He has performed at Wright State several times and has been enthusiastically received on each occasion.

The public is invited to attend this folk concert free of charge.

Theatre to perform *Taming of the Shrew*

Just seven years after his death, William Shakespeare was described by Ben Jonson as, "The applause, delight, the wonder of our stage." Jonson prophesied, "He was not of an age, but for all time." *The Taming of the Shrew* is one of Shakespeare's timeless comedies which explores the eternal triangle of men, women and marriage. Petruchio's efforts to turn shrewish Katarina into a loving and obedient wife are both hilarious and thought-provoking.

The University Theatre will present *The Taming of the Shrew* at 8:30 p.m. on May 25, 26, 27 and June 1, 2, and 3. The play will be staged on Founders' Quadrangle, the first outdoor production in the theatre's history. The performance will take place on a raised platform and folding chairs will be available for the audience. Plans call for pre-show entertainment which will capture the flavor of Shakespearian times.

Call 426-3500 for reservations, or 426-6650, ext. 730, on the nights of the performance.

Faculty members assume OAS posts

Two Wright State University faculty members assumed positions of leadership in the Ohio Academy of Science when that group held its annual meeting April 27.

Dr. Frank Jankowski, chairman of the department of engineering, was named a vice president of the academy and chairman of the engineering section.

Dr. Jerry Hubschman, professor of biological sciences, a former vice president of the academy, agreed to be nominated for the permanent post of secretary. Nomination is tantamount to election.

The engineering section was to be formally established at the annual meeting as the result of a statewide petition originated by the deans of engineering at 12 colleges and universities in Ohio.

Newsman Salisbury to speak at Commencement



Harrison Salisbury, Pulitzer Prize winner and editor of the *New York Times'* opposite-editorial page, has been engaged to address Wright State's fifth commencement on June 10.

A Minneapolis native, Salisbury has worked with United Press in Chicago, and in Washington and was managing director of the London bureau during the coverage of the war in Europe in 1943. In 1944 he went to Moscow to head the UP's Moscow staff and returned to the United States as foreign news editor, where he covered the birth of the United Nations. He has been with the *Times* since 1949, during which time he has toured Russia, North Vietnam, Laos, Burma, the Himalayan Indian border to Mongolia and Siberia and in 1972, North Korea and China.

Salisbury's latest book, *To Peking—and Beyond*, was written following a three-month tour of North Korea and China. His commencement address will deal with the crisis years of the seventies as he views them.

1973 graduates will be the first in several years to receive their diplomas on their own campus. Until this year's completion of the physical education building, graduates had been going to rented off-campus facilities for commencement.

Jazz trio to appear in outdoor concert

Jazz pianist Ahmad Jamal and his trio will appear in an outdoor concert at Wright State on Wednesday, May 16, at 3:30 p.m. The trio's performance is sponsored by the University's Artist and Lecture Series.

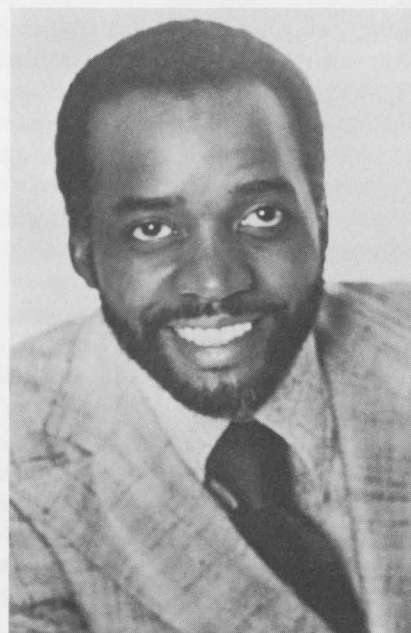
Jamal, a Pittsburgh native, was born in 1930 and has been playing the piano since the age of three. An accredited member of the Musicians Union in Pittsburgh since age 14, Jamal studied with Mary Caldwell Dawson, a noted concert singer and teacher, and later with the celebrated pianist-teacher James Miller.

He has been a member of several top bands since his entrance into the professional arena, including the George Hudson Orchestra, the Four Strings, and the Caldwells. Jamal

started his own trio in 1951, which today includes Frant Gant on drums and Jamil Nasser on bass. According to Victor Stein writing in the *Village Voice*, Jamal's playing is "smooth, liquid and relaxing... completely designed to work on the mind of the listener."

Appearances by Jamal in concert tours and on national television have netted him critical acclaim. He has explored the Broadway musical comedy stage, the current hit parade and the glories of the past for his recording material.

The concert, which will be moved to the WSU physical education building in the event of rain, is free and open to the public.



Southeast Asia finds no immediate peace increased influence by China and Japan

Recent military action in Cambodia makes it clear that Southeast Asia will not subside immediately into a state of peace and prosperity with the signing of the Vietnam ceasefire.

Tsing Yuan, assistant professor of history and an expert in Asian civilization, was asked to gaze into the future and outline some of the developments that laymen can watch for in the coming months.

America's diplomatic inroads into China and her military withdrawal from part of the area have helped to set in motion a series of wide-ranging reactions that will have significant economic and political effects on all of Southeast Asia, Yuan said.

Long term developments point toward economic dominance of the area by Japan and increased political influence by mainland China.

More immediate short-run developments have to be around the corner in the following countries:

—Cambodia has lost control of the countryside to the Khmer Rouge, the Cambodian equivalent of the Viet Cong, who have placed a military stranglehold on the capital city of Phnom Penh. Recent attempts on President Lon Nol's life may continue as his base of popular support dwindles, his government arrests more student protestors, and the gulf between Lon Nol and his earlier strongmen supporters widens.

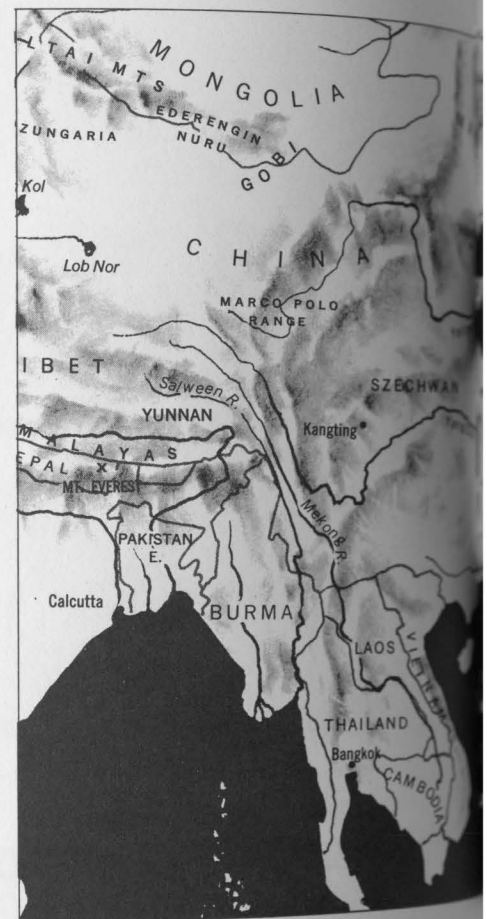
—Although a ceasefire has been reached in Laos and the government is more stable than Cambodia's, recent communist offensives have prompted Premier Souvanna Phouma to ask President Nixon for aerial bombing support. As it is, the dislocated Meo tribesmen, now dislodged from their highland homes by the fighting, have nowhere to go and pose a serious problem.

—Yuan's views on Vietnam coincide with those held by many other experts and members of the public. He believes that North Vietnam will still try to reunify the country, although perhaps through more peaceful means. Unknown to many, the U.S. agreed under the terms of the cease-fire to permit North Vietnam to keep 14 military divisions in South Vietnam

The total effect of these diplomatic moves will be to further isolate Taiwan and to strengthen Chinese political influence in the area, Yuan believes

for the present time. The future role played by these troops and South Vietnam's militant Buddhists, who have been silent recently, will depend on President Nguyen Van Thieu's political strength and acumen in the coming months.

—Recent elections in Australia may turn this country into an unexpected focal point for Southeast Asian politics. The new Labor government may take a more active and neutralistic role in the area. President Nixon apparently recognizes the importance of Australia in post-Vietnam affairs and has appointed Marshall Green, Associate Secretary of State for East Asian and Pacific Affairs, to the Australian ambassadorship.



Both Australia and New Zealand have recently recognized mainland China. The Philippines and Thailand, staunch anti-communist countries, are probing the possibility of normalizing relations with the Chinese communists, Yuan said. The pressure to do so may increase on other countries, he believes. The total effect of these diplomatic moves will be to further isolate Taiwan and to strengthen Chinese political influence in the area, Yuan believes.

At the same time other countervailing developments are at work to keep the increased mainland

es US withdraws; redicted -- WSU Asian expert



Chinese influence within bounds. Yuan sees three major restraining factors.

The first is the traditional antagonism felt towards Chinese residents in other Southeast Asian countries, who are often more prosperous than their native-born counterparts. This racial problem exploded into race riots in 1969 in Kuala Lumpur, where Chinese make up more than 40% of the total population of Malaysia.

Second, the failure of the Communists to take over Indonesia through internal strife in 1965 dampened any plans China might have had to launch similar efforts in other countries.

Third, in recent interviews Chou En Lai has said that China's two main concerns are its border with the Soviet Union and its relationship with the Japanese. Concern on these two fronts helped to draw China closer to the U.S.

The Sino-Soviet border is undergoing a critical period. Joseph Alsop recently reported in his syndicated column that the Chinese will shortly have long-range missile capacity to hit major Russian cities, and if the Soviets take any action against these facilities it will have to come soon.

The Japanese already have an economic stranglehold over the area and their influence in the area would naturally lessen the political capacity of the mainland Chinese.

As the surplus capital spent by U.S. troops in Southeast Asia dries up with military withdrawals, prosperity will diminish and there will likely be an economic recession depending on how the Japanese can fill the vacuum, Yuan said.

The money gap will be filled by the Japanese, who have a head start over the Chinese communists in technological knowledge and production of exportable consumer goods. The Japanese, a recent report reveals, are providing technological aid to the Russians in the development of Siberian oil wells.

In general, Yuan is pessimistic about chances for stability in the area in the next few years. He hopes America will continue its presence in Southeast Asia through economic aid. "Americans seem to feel the U.S. has overplayed its role in Vietnam and they have an accompanying cynicism toward any sort of involvement in the future." He hopes the U.S. will not revert to the isolationism that followed the end of World War I.

'73 high school grads can get early start

If the early bird has the advantage, can the same be said of college students?

Walker Allen, director of admissions, says there are many reasons for 1973 high school graduates to start college this summer.

One of the reasons, says Allen, is that early exposure to college-level work can give students a better idea of what to expect when they start full-time in the fall, but in smaller classes and a more relaxed atmosphere.

And, he adds, since most of the University's summer courses are on a half-term basis, there is still plenty of time for a vacation or a summer job.

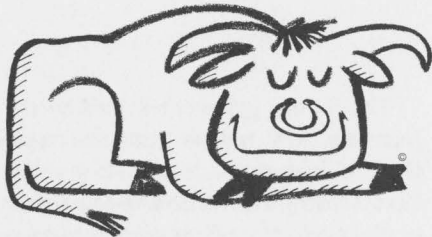
But perhaps the best reason is that students who begin their college careers early find themselves with either more time to devote to major

courses later in their curriculum, more time for a part-time job, or the opportunity to take an early exit from college and get a jump on the job market ahead of their contemporaries.

Summer A term is June 13 through July 20, summer B July 23 through August 24, and summer C June 13 through August 24. Pre-registration for summer A and C terms begins Monday, April 23, for freshmen students.

High school graduating seniors should contact the University Division or admissions office as soon as possible in order to have a better selection of classes. However, the admissions office will continue to accept registrations through open registration on June 11.

Is meat necessary?



*(no-- it's expensive and
it's not the best source of protein)*

If the meat boycott finishes the American love affair with beef, the end of the courtship might leave us healthier.

Ira Fritz, associate professor of biological sciences who teaches nutrition had some meaty advice on what to do now that inflation has deflated the consumer's food budget.

In a nutshell: Consumers who can't afford meat shouldn't buy it because they don't need it nutritionally. In fact, there's better protein on the market for much less money.

Fritz said that the American public

gobbles down approximately 175 grams of protein per person per day. Yet the World Health Organization and the American Dietetic Association set their recommended levels at 65 to 70 grams per day, and many experts have lowered this to 40 grams.

Most of those 175 grams come from meat. Along with this excessive meat protein, Americans consume the meat fat which is a kind particularly bad for the system when eaten in excess.

Fritz believes that people who eat less meat live longer. He explained that

more than 90% of the people who live to be over 100 have eaten high vegetable—low meat diets.

Can we abstain from the meat and still get enough protein? Easily, said Fritz.

Two eggs contain 40 grams. Add a glass of milk or a piece of cheese, and you've met the higher of the two suggested daily requirements.

Soybeans, which manufacturers have prepared to look and taste like the finest scallops, the crispiest bacon and other foods, contain a whopping 40 to 44% protein. Fish, and that all time unfavorite with many people, liver, are two additional excellent sources of protein. So are many vegetables.

(One caution: persons with a history of heart attacks in their families should hold down their egg consumption to not more than 5 or 6 eggs per week.)

With all this good protein available, why has beef become a sacred cow to the American public?

American taste buds and convenience, said Fritz. It is much easier and faster to put a hamburger or steak on the broiler, and most Americans think it tastes better, than it is to prepare an equally nutritious cheese or spinach souffle. The hamburger is especially bad since it contains more meat fat than other cuts of beef.

To Fritz, housewives caught in the budget crunch can find a way past the exorbitant prices if they stock up on milk, eggs, fish and liver, and their families will be a little healthier for it.

It appears that meat, like all other expensive luxuries, can be harmful when not taken in moderation.

Psych undergrads to get unusual research experience

Wright State has received a \$21,440 grant from the National Science Foundation to support an undergraduate research participation program in the psychology department. The grant is the second largest of 12 grants awarded universities in Ohio under the program.

The funding will provide research opportunities for exceptionally qualified undergraduate students from Wright and neighboring universities over a two-year period.

During the 1973-74 school year, eight outstanding juniors will be selected on the basis of merit to enroll in a special undergraduate research course during spring quarter. The

students will design psychological experiments, purchase the necessary equipment and research their problem in the professional literature.

During the summer of 1974, the students will receive full-time stipends to collect data from their experiments. At the beginning of the 1974-75 year, the students will write their research papers for publication. If acceptable, the students will also read the papers at a scientific meeting in the spring of 1975.

The program will give outstanding students an opportunity for professional research which they ordinarily would not receive during their undergraduate careers.

WSU's first national champion – Diane Turnbull



Diane Turnbull, junior elementary education major, brought home Wright State's first national championship last month when she picked up the national women's collegiate table tennis singles in Peoria, Illinois.

She played nine matches and was the only undefeated woman in the tournament, sponsored by the American College Union International. Last February the University Center Board arranged for her to play the regional tournament in Ypsilanti, Michigan, where she won her place at the ACUI. She won two large trophies, including one for display at Wright State.

Biology of sex offered during summer session

Wright State will offer a new course, "Biology of Human Sex" during the Summer C term, June 13 through August 24.

The three-credit hour course, Biology 375, is open to members of the public and current WSU students. Classes will meet Tuesdays and Thursdays from 11:15 a.m. to 12:30 p.m. Dr. Ira H. Fritz, associate professor of biological sciences, will teach the new class.

The course is a compilation of material from segments of other, more specialized biology courses.

"Biology of Human Sex" will cover the development of the embryo, human genetics, reproductive physiology, contraception, pre-planned sex, problems of pregnancy and birth, sterilization, and abortion.

The purpose of the course, Fritz

Three teacher institutes offered

A \$46,800 grant from the State Department of Education will allow Wright State to conduct three teacher institutes this summer in Vandalia, Centerville and Dayton.

Approximately 225 area teachers will attend the two-week sessions.

Each institute will explore a problem of particular interest to teachers and administrators in that locality. The topics are: Dayton, the

problems of individualizing instruction to meet the needs of each student; Vandalia, the identification of learning disabilities and emotional problems; and Centerville, the development of the learning center concept in Individual Guided Education.

Tuition and stipends will be provided by the grant for all participants.

Fall follow-up sessions will be held to help teachers use the material in their daily instruction.

Roger Iddings, associate dean of the College of Education, will serve as Institute Director. Co-directors are Beatrice Chait, director of the Division of Teacher Education, Dayton Institute; Marlene Bireley, associate professor, Vandalia institute; and James A. Dillehay, director of the Division of Educational Leadership and Human Services, Centerville institute.

said, is to give participants a solid understanding of the underlying biological considerations in human sexuality.

For more information, interested persons may contact the Department of Biological Sciences, 426-6650, ext. 531.

Discussion groups find that pooling talents multiplies accomplishments

'eight persons in a group doesn't mean a simple eight-to-one multiplication of talents...when they pool talents they can do just about anything.'

Last year, a group of WSU students in the Piqua area raised over \$500 in three months for the heart fund.

Another group made it possible for students at Shawen Acres to attend a WSU Raider basketball game and after-game party.

Still another project raised enough cash to provide a mother and her autistic child with a three-week course at a learning disability training school.

This hardly sounds like the product of a typical speech class, but Dr. Gene Eakins' Speech 131 course, entitled Discussion Methods, is intended to provide students with a real insight into how groups are organized, perform and accomplish tasks through such "learning by doing" situations.

Rational decisions

According to Eakins, groups of students form spontaneously during the first two weeks of the course after a series of classroom exercises. The clusters of six to eight persons then work together throughout the remainder of the quarter.

Together, students go through processes of rational decision-making by identifying a problem, assessing the groups' talents, developing a possible solution, testing the solution, and finally, implementing and evaluating their solution. This is where the social action projects are worked into the curriculum.

Eakins said the course gives students a tremendous awareness of group capabilities which prepares them to function in other groups in society.

"They soon learn that eight persons in a group doesn't mean a simple eight-to-one multiplication of talents. They find that when they pool talents,

they can do just about anything they want to," he said.

Demand growing

Eakins, an associate professor of speech and theatre, came to Wright State in 1969 and started the social action-oriented course in the spring of 1970. Initially, the course was offered once a year, but Eakins reported that today it is in such demand by students that it is offered at least once, and sometimes twice each quarter.

He added that over 15 majors have been represented among students who have taken the course. The vocational rehabilitation program at WSU now requires this speech course for their majors.

Last quarter, one student cluster raised over \$150 via a liquor raffle which will be used to provide youngsters at Weaver School in inner-city Dayton with cultural experiences.

The Shawen Acres outing, which also included an ice skating party and two pizza parties, was financed

through a salami raffle. WSU athletic director Don Mohr provided the complimentary game tickets for the guests.

Another group provided hearing tests via a mobile unit on campus for 326 students and staff. Other clusters aided a Barney Medical Center project, provided chests of drawers for senior citizens at the Greene County Home and organized a campaign at Wright State to promote student use of stairs, thus freeing the elevators for the handicapped.

Are all projects successful?

Unfortunately, no, said Eakins. Several clean-up campaigns have fallen through and some students have been known to drop the course because of peer pressure and disharmony in the clusters.

"But what is important is that they try," he added. "Disintegration and disharmony among groups are all part of the learning process. Who can say it doesn't happen that way in real life, too?"

Music schedule

May 12, Chamber Music, Orchestra, 8:15 p.m., Fawcett Auditorium
 May 13, All-American Recital, Phi Mu Alpha Sinfonia, 3 p.m., Fawcett Auditorium
 May 14, University Chamber Singers and Bowling Green High School Madrigal Singers, 3:30 p.m., Oelman Auditorium
 May 19, Senior Recital, 7:00 p.m., Fawcett Auditorium; Senior Recital, 8:30 p.m., Fawcett Auditorium
 May 20, University Orchestra, 8:15 p.m., Fawcett Auditorium
 May 21, Student Recital, 3:30 p.m., Fawcett Auditorium
 May 27, Senior Recital, 3:00 p.m., Fawcett Auditorium
 June 2, Opera Workshop Performance, 8 p.m., Fawcett Auditorium
 June 3, University Band, 3 p.m., Oelman Auditorium
 June 3, University Chorus, 8:15 p.m., Oelman Auditorium

Why can't hyperactive Jimmys learn?

WSU's Jack Loschert says

'there is nothing you can't teach a hyperactive child, except to sit still.'

Jimmy is a hyperactive child. In class, he was always talking and making noise, which would distract the other children. And Jimmy didn't learn, not because he wasn't smart enough, but because Jimmy just couldn't sit still and keep his mind on the material for any length of time.

Jimmy couldn't work his addition problems with the number line, a small ruler-like instrument the children used to count out the answers to their problems while working at their desks. He hated to sit still that long, and the figures just wouldn't come out right.

Jimmy was lucky that he had an understanding teacher and that Jack Loschert, an instructor in WSU's College of Education, came to visit.

They built Jimmy a 25 foot-long number line and taped it to the classroom wall. Now Jimmy learns. Sometimes he runs down the side of the line, sometimes he hops out the numbers, or wiggles down the line on his belly, but when he is finished, Jimmy has the right answer.

The other children liked Jimmy's number line. Now they all use it, and addition is much more fun.

Jack Loschert likes to tell this anecdote to point out that hyperactivity can be used as a strong asset in the classroom; it doesn't have to be an educational liability.

"There is nothing that you can't teach a hyperactive child, except to sit still," Loschert maintained. An instructor in special education who has worked in a children's psychiatric hospital, Loschert had a reading problem himself when he was a child. Perhaps that is why he believes so strongly that hyperactive children can overcome their learning disabilities and that creative teachers can help them.

However, whether other hyperactive Jimmys in Ohio's classrooms get the same opportunities

to learn, depends on better teacher training and a better understanding of hyperactivity.

Loschert has been teaching a one-hour no credit mini-course through the Division of Continuing Education, designed to give parents and teachers of such children a better understanding of what hyperactivity is.

The course was offered for the first time last winter. Response was so large that Loschert was asked to teach three sections of the class. He is instructing one more class of the three-session course this spring and plans to offer it again next fall.

Loschert explains that there are two types of hyperactivity. One type is caused by minimal (not severe) brain damage. For this child hyperactivity is only one symptom of a syndrome of learning disabilities. The other type of hyperactivity can be caused by environmental conditions. This type of child is very active because of the school/home situation. He needs the attention his active behavior gets him or he reacts to the structured situations at home or school in an overly active manner.

"Whether a child is called hyperactive or not is subjectively measured; it depends in many cases solely on the opinions and perceptions of teachers and parents," Loschert said. Basically, children are termed hyperactive when their behavior interferes with the activities around them.

Perceptions of which children are hyperactive will vary from teacher to teacher and parent to parent. Teachers who instruct classes where relative quiet and immobility are necessary, such as math and English, report more hyperactive children than teachers of physical education and art classes. Mothers are more likely to believe

their child hyperactive than fathers because they spend most of the day at home with the child. Persons who are accustomed to restful surroundings are more likely to call a particular child hyperactive.

Loschert estimates that in a normal-sized classroom there will be one to three hyperactive children.

Parents of hyperactive children will usually find medical examinations and psychological testing available, Loschert said. These services help to determine the nature of the child's hyperactivity, and if it is caused by minimal brain damage, prescribe drugs to help control it.

The biggest frustration for parents is finding the proper educational services for their hyperactive children.

Loschert explained that there is a shortage of teachers and classrooms for children with learning disabilities such as hyperactivity. Only 30 to 35% of Ohio children with neurologically recognized learning disabilities are being served. There are 17,627 such children in the state of Ohio who are not in special classes. It would take 1,727 more special classes to service these children properly. Even if the prevalence of learning disability children remains constant, it will be the 1976-77 school year before Ohio has enough teachers certified in this area to teach the classes.

Loschert hopes that WSU can help provide these teachers. He instructs several courses on learning disabilities. Next year, Loschert will develop a module on special learning problems to be made part of the Block program, a special program of courses for qualified elementary education majors. He hopes that learning disabilities will become an integral part of every education major's curriculum while at WSU.

Continuing Education courses offered

The Division of Continuing Education has announced its schedule of summer workshops and summer courses. Additional information and individual brochures on the courses are available by calling or writing the Division of Continuing Education, 426-6650, ext. 216.

Dates and times for the courses which will be offered during WSU's summer A term are listed below. The next issue will contain those courses to be offered later in the summer.

Consumer Rights and Consumer Credit. 3 quarter hours credit. June 13 to 26, 1:00 - 4:00 pm, Monday through Friday.

Depression & Potential Suicide. 3 quarter hours of credit in education, undergraduate or graduate. June 14, 19, 21, 26, 28 and July 3, 5, 10, 12, 17-4:30 - 7:00 pm.

Elimination of Self-Defeating Behaviors. 3 quarter hours of credit in education, undergraduate or graduate. July 9 - 20, 1:00 - 5:15 pm daily.

Constructing with Tri-Wall for the Informal Classroom. 1 quarter hour of credit in education, undergraduate or graduate. June 11 - 15, 8:30 am - 12:45 pm daily.

Toward Informality in the Classroom. 4 quarter hours of credit in education, undergraduate or graduate. June 18 - July 6, 8:30 am - 12:45 pm daily.

Residential Program Innovations for the Mentally Retarded. 3 quarter hours of credit in education, undergraduate or graduate. June 18 - 29, 9:00 am - 12:00 noon daily.

Examining the Child's World. 3 quarter hours of credit in education,

graduate only. July 9 - 20, 8:45 am - 1:00 pm daily.

Machine Shorthand. 4 quarter hours of credit in education, undergraduate or graduate. June 13 - July 20, 1:00 pm - 4:00 pm, Monday through Thursday.

Classroom Testing. 3 quarter hours of credit in education, undergraduate or graduate. June 13 - 26, 12:45 pm - 4:00 pm daily.

Women and Counseling. 3 quarter hours of credit in education, graduate only. June 18 - 29, 8:30 am - 12:45 pm daily.

Perception: Implications for Teaching and Learning in Art Education. 3 quarter hours of credit in education, graduate only. July 2 - 20, 8:30 am - 12:30 pm daily.

Counseling the User of Drugs. 3 quarter hours of credit in education, graduate only. June 11 - 29, 8:00 am - 5:00 pm daily.

Children's Theatre Workshop. Credit in theatre. June 13 - July 20, 2:00 - 5:00 pm daily.

Creative Dramatics. Credit in theatre. June 11 - 15, 8:30 am - 4:30 pm.

Improvement in Teaching. 5 quarter hours of credit in education, graduate only. July 5 - 18, 9:30 am - 3:00 pm daily, Western Ohio Branch Campus, Celina, Ohio.

Religion Studies in the Curriculum. 4 quarter hours of credit in English, education, or religion, graduate only. June 18 - 29, 8:30 am - 12:30 pm daily.

Environmental Education Workshop. 3 quarter hours of credit in education, undergraduate or graduate. June 18 - 29, 9:00 am - 3:30 pm daily.

The WSU News is published monthly for the information of business, civic, educational and legislative officials and other friends of Wright State University. Requests for additional information about the University are welcomed.

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